



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Rivervale Primary School

Public School Review

September 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

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|  | Effective |
| | The school demonstrates effective practice in creating the conditions required for student success. |

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| | Needs Improvement |
| | The school has aspects of its practice below expectations and needs supported action to improve student success. |

Context

Rivervale Primary School is located in the suburb of Rivervale, approximately eight kilometres from the Perth central business district within the City of Belmont. The school is situated in the South Metropolitan Education Region.

Previously known as Tranby Primary School, a change of name was endorsed by the local community in 2015. The school established a new vision and mission statement that reflected their intent to become a school of choice for the multi-cultural community they serve.

Rivervale Primary School has an Index of Community Socio-Educational Advantage rating of 940 (decile 8). It currently enrolls 194 students from Kindergarten to Year 6. Student numbers have increased in recent years primarily due to new residential developments in the area.

Community support for the school is provided through the work of the School Council.

School self-assessment validation

The principal submitted an informative and succinct school self-assessment.

The following aspects are confirmed:

- A range of credible evidence was selected for review.
- Those staff reluctant to engage directly with the Electronic School Assessment Tool (ESAT), contributed to the submission via collaborative meetings and informal discussions.
- During the validation visit, the principal articulated a future intention to encourage more staff to contribute directly to the ESAT submission, thus engaging in whole-school reflection and embedding a school-wide self-assessment culture.
- A number of key staff, students and Council members contributed during the validation phase.
- Planned intentions were elaborated upon during the validation visit.
- The school's leadership team indicated that the review process was a positive experience, providing an opportunity for reflection at a whole-school level.

The following recommendation is made:

- To better showcase the school's strengths across all domains of the School Improvement and Accountability Framework, provide a more equitable allocation of time to each domain in the validation visit schedule.

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| Relationships and partnerships | |
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| <p>Strong collegiality and a shared view that the school is improvement-focused contribute to a high level of staff morale. Equally, respectful and engaging relationships exist between staff and students. The school is committed to working closely with its parent community, combatting issues of transiency and language barriers as they arise.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • National School Opinion Survey data indicate that staff, students and parents are united in their belief that young people are cared for and supported to achieve to the high expectations set. • School Council members engage actively in robust discussions regarding school improvement and consider that their voice is heard. • The newly commenced Waste Wise initiative has excellent potential for community engagement and curriculum relevance. • An Edith Cowan University partnership provides on-site speech and occupational therapy screening. See 'student achievement and progress' regarding impact. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Initiate School Council module training to further strengthen the Council's role as active contributors in the school's strategic improvement agenda. • Formalise a whole-school approach to communicating with parents. |

| Learning environment | |
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| <p>The long-standing 'treat others decently' (TOD) program underpins the school values that are taught overtly and assist in ensuring a safe, nurturing and inclusive environment.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • A 'Time Invested in Connecting with Children' (TICC) plan, where teachers engage actively with students in organised play at break times, has resulted in a dramatic reduction in behavioural issues and increased staff/student camaraderie. • The school has sourced an evidence-based Superflex program to supplement the TOD program. Education assistants have undertaken professional learning to provide one-to-one intervention as required. • Case management practices are effective. A clear process for referral exists, including accessing external agency support. • Special Educational Need profiles are constructed in partnership with parents and these form a basis for a quality transition from year to year. • The Student Council are proud to be designated leaders in the school. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to implement the TICC plan to ensure sustainable practices are embedded into the school's culture. • Review the school values with a view to providing more time to target fewer priority areas each term. |

Leadership

The dynamic school leadership team is acknowledged for embedding a shared vision to 'educate – nurture – inspire' students at Rivervale Primary School. The executive team models best practice, provides hands-on support and empowers others to lead.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The whole-school plan has specific, measurable, achievable, realistic and time-bound targets with the National Quality Standard practices embedded. • A streamlined approach to literacy development focused on Talk for Writing, Letters and Sounds, extending to Sound Waves when appropriate, has had a positive impact on teacher efficacy and student achievement. • Curriculum leaders across phases of learning provide targeted support to teachers. They are acknowledged as a representative voice in meetings with the principal. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Provide opportunities for curriculum leaders to engage in learning walks, focusing on ensuring consistency of practice, accountability and support. • Revisit the <i>Aboriginal Cultural Standards Framework</i>, providing a renewed focus on embedding it in practices across the school. |

Use of resources

Resourcing is targeted to support essential personnel and programs. Astute management of funds ensures that the school has appropriate reserve accounts and the strategic deployment of staff supports program delivery.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The manager corporate services (MCS) is a highly valued member of the school's executive team who provides strategic direction and support. • Transparency of funding allocations via a graphic representation is supported further by the direct link between budgets and school planning. • The school is well-resourced and teachers are aware that identified needs aligned to the operational plan will be funded. There are clear processes in place to apply for funding. • The appointment of a network integrator that offers professional learning as well as information and communication technology (ICT) troubleshooting is enhancing the use of ICT in curriculum. • The performance development of education assistants is valued. Processes put in place by the MCS ensure that open lines of communication between the MCS, teachers and education assistants are established. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Devise an ICT plan to focus on integration into curriculum delivery, incorporating a replacement schedule. • Create a formal workforce plan to reflect both the current practices in place and the future needs of the school. |

Teaching quality

A shared commitment to whole-school and phase of learning practices has created a positive approach to teaching focused on student engagement and learning. The leadership team consider the knowledge of the teaching staff and their willingness to engage in initiatives as a strength of the school.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The data literacy of staff is strong. A whole-school assessment schedule, incorporating a range of data sets, including NAPLAN¹, progressive achievement testing and school-based data, is adhered to and teachers use these data to inform planning and differentiation. • Performance and development processes, aligned to the AITSL² Australian Professional Standards for Teachers, are in place. Classroom observations by the principal result in individualised plans aligned to school priorities. • Play-based learning using the Walker Learning Approach provides an inclusive methodology to early years' education with multiple entry points catering for the diverse needs of students. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Extend the 'move on' strategy, currently used to target mid-range ability students, to cater overtly for identified needs of gifted and talented students. |

Student achievement and progress

The school's focus on attitude, behaviour and effort combined with targeted interventions in literacy in particular, have proven effective in creating the conditions for students to succeed.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Early childhood speech pathology and occupational therapy screening supports the identification of developmental needs, informs teaching and supports referral processes. • NAPLAN achievement data demonstrate both high progress and achievement in numeracy, reading and spelling, and consistently sound achievement in writing, when compared to like schools. • Grammar and punctuation remains a focus area with planned interventions established. • A data wall has been established to support teachers in their interrogation of a range of data sources to inform practices. • The integration of attitude, behaviour and effort into assessment to reflect personal and social capabilities is supported by explicit instruction and a marking rubric. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Actively engage in disciplined dialogue regarding data, sharing best practices to reinforce school-wide approaches that prove effective. • Establish network-wide moderation opportunities across a range of curriculum areas. |

Reviewers

Kath Ward
Director, Public School Review

Betty McNeill
Principal, Melville Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Australian Institute for Teaching and School Leadership